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ABSTRACT

Job Development Service provides special activities designed to achieve the following objectives: (1) to increase student knowledge of employment opportunities and procedures; (2) to strengthen employment opportunities for students of inner-city high schools; and, (3) to identify jobs available with local employers and refer students for job interviews. Since the 1966-67 school year, approximately 9529 graduates of five inner-city senior high schools have had an opportunity to participate in a job placement program conducted by the Cleveland Public Schools Job Development Service. Of those students who demonstrated interest in post graduation employment, 95 percent obtained full time jobs. Participants were serviced by project activities that included job preparation classes, counseling services, field trips to plants, and job-interview coaching. Guidance counselors were responsible for organizing and implementing these services. Assisting the guidance counselors, occupational advisors were able to obtain commitments from local industry representatives, to plan meaningful occupation-related field trips, and to identify occupational information resources. An advisory board composed of a cross-section of local employers assisted project planning and implementation efforts. (Author/JM)

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JOB DEVELOPMENT SERVICES

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EVALUATION

Fund #97--Component 14

1971-1972

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UD013105

Cleveland Public Schools

Division of Research and Development

August, 1972

JOB DEVELOPMENT SERVICE

I. INTRODUCTION

A. Needs and Rationale

Many obstacles stand between the inner-city high school student and his desire to find full time employment after graduation. Among these obstacles are the following:

- Little knowledge of available jobs
- Limited contact with potential employers
- Little knowledge of employment obligations, requirements
- Lack of job-application skills and interview behavior
- Little actual work-training or experience
- Little understanding of career opportunities versus "getting a job "

Inner-city high school graduates have faced particular difficulty in finding employment during the economic slow-down. Combined with a shrinking job market, the problems above greatly reduce the opportunities of recent high school graduates to successfully obtain employment.

An employment-oriented program for work-bound graduates improves their opportunities for successful transition into the labor force. It encourages students to develop habits and skills that increase their desirability among prospective employers and brings to the attention of local employers the reserve of trainable high school graduates within the city of Cleveland.

Job Development Service provides special activities designed to achieve the following objectives:

1. To increase student knowledge of employment opportunities and procedures

2. To strengthen employment opportunities for students of inner-city high schools.

3. To identify jobs available with local employers and refer students for job interviews.

B. Historical Background

Since the 1966-67 school year, approximately 9,529 graduates of five inner-city senior high schools have had an opportunity to participate in a job placement program conducted by the Cleveland Public Schools Job Development Service. Of those students who demonstrated interest in post graduation employment, 95 per cent (4,861) obtained full time jobs. Participants were served by project activities that included job preparation classes, counseling services, field trips to plants, and job-interview coaching.

C. Summary of Operations

Twelfth grade students who indicated plans to search for full time employment after graduation were identified (see "Senior Information Form" Appendix A) for project participation. These students were located in five senior high schools with concentrations of poverty ranging from 54 to 66 per cent. Numbers of participants (1971-1972 school year) are as follows:

East High	135
East Technical	300
Glenville	300
John Hay	246
Thomas Edison	62
TOTAL	1,043

Total project expenditure (Funds encumbered as of 8/31/72) is $101,924.56 or $97.72 per student.

D. Questions To Be Answered By Evaluation:

1. What project activities are conducted to prepare students for post graduation employment?

2. How many students participated in various project activities?

3. What local business, industry, and civic resources contributed support for project operation?

4. How successful is the graduate placement program to date?

5. What special difficulties or problems have been encountered in the operational activities of Job Development?

II. HIGHLIGHTS OF FINDINGS

A. Summary of Key Findings

1. Despite lengthy lists of workers who have been laid off and must be absorbed before many companies can consider hiring new employees, the Job Development Service has achieved a job-placement rate (to date) of 68% for Cleveland High School graduates available for employment. Four-hundred and five graduates have obtained jobs (See appendix B).

2. Thirty-one companies participated in the Spring Job Center, enabling 663 seniors to be interviewed an average of 3.08 times each. Eight-hundred and ninety-eight follow-up (second) interviews (1.35 per senior) were generated by the initial Job Center interviews (see appendix C).

3. Weaknesses of Job-seeking graduates, as indicated by employer-representative interview records, are communication skills and math skills (see appendix D).

4. Approximately 520 students were taken on field trips to observe first-hand possible employment sites (see appendix E).

5. Success of the Cleveland Public Schools Job Development Project has been nationally recognized (see appendix F); requests for information about the project have originated from the following communities:

Valdosta, Georgia	*Atlanta, Georgia
New Bern, North Carolina	Houston, Texas
Clio, Michigan	*Minneapolis, Minnesota
Hamlin, West Virginia	Province of New Brunswick
Oakland, California	Albany, New York
Dayton, Ohio	*Little Rock, Arkansas
*Columbus, Ohio	*Pittsburgh, Pennsylvania
Austin, Texas	Toledo, Ohio
*Flint, Michigan	*Washington, D.C.

(* Denotes personal inspection visits)

B. Implications and Recommendations

The job-shortage difficulty of high school graduates may not disappear for some time. The demand for labor will likely lag behind the

time needed to clear away current economic uncertainties. Also, the impact of the state corporate tax (4-8%) has not been felt; it may accelerate the exodus of jobs from the central city and precipitate whole industry moves to low-tax states. The net result may be fewer jobs for Cleveland Public School graduates and a rise in the numbers on public assistance.

Student communication and mathematics skills that employers identify as essential to employment acceptability suggest the need for the five project schools to re-examine the quality of their instructional program, particularly for work-bound seniors. Employers are demanding basic skills for starting positions and many indicate preference for graduates with more advanced skills that guarantee promotions and successful apprenticeship training.

III. PROJECT DESCRIPTION

A. Participant Characteristics

Students participating in this project were disadvantaged twelfth graders in four senior highs and one special occupational school. Schools selected as project sites contain large concentrations of children whose families are receiving some form of public assistance. The table below identifies the project schools and percents of school enrollment on Welfare (the poverty rate).

TABLE II

Participating Schools and Poverty Rate

1971 - 72

	Percent
East High	66
East Technical	64
Glenville	36
John Hay	46
Thomas Edison Occupational	54

Many of these children are not motivated to achieve in school because they lack understanding of the relationship between school achievement and employment opportunities. Their school performance, attendance and participation have generally been below average.

B. Project Operations

Organizational Details and Activities

Twelfth grade students who indicated their desire to obtain employment after graduation received special counseling, occupational information, and job-placement services through the Job Development Project. Guidance counselors were responsible for organizing and im-

plementing these services. Assisting the guidance counselors, occupational advisors were able to obtain commitments from local industry representatives, plan meaningful occupation-related field trips, and identify occupational information resources. Local industries were urged to send personnel recruiting representatives to school or Job Center sites for the purpose of interviewing and identifying potential full-time employees. Other company representatives participated in simulated job interviews during job preparation classes to give students the "feel" of real interview situations. Students were taken on field trips to local industries to acquaint them with possible future employers and types of occupations available.

Project Planning

An advisory board composed of a cross-section of local employers from such areas of the economic community as banking, government, industry, hospitals, retailing outlets, and utilities, along with the Occupational Planning Committee of the Cleveland Welfare Federation, assisted project planning and implementation efforts.

General Procedures

Seniors in the five project schools provide information about their post graduation plans on "Senior Information Forms" (see appendix A). These forms enable counselors to determine which seniors are job-bound. These students become enrolled in job preparation classes that utilize guest speakers and visiting representatives from industry (see lists, appendices G and H) as well as a special curriculum guide of the Cleveland Public Schools. Various topics are covered in the classes (see films, filmstrips--appendix I), including personal behavior,

grooming, dress, etc. Demonstration interviews (with real employer recruiting personnel) are conducted for classes to observe and critique. Field trips to potential employment sites add another dimension of job awareness to the preparation classes (see appendix E).

Throughout the year, the project manager is actively seeking job openings (see sample letter, appendix J) and recording available jobs on a "job order" form (see appendix K); occupational advisers in each school can then match job orders to students and arrange interview schedules. Each spring a Job Center brings together graduating seniors and recruiting representatives (see appendices C and L).

Staffing

1 Staff Assistant (Manager)

4 Full-time Occupational Advisers

5 Part-time Guidance Counselors

6 Clerks

IV. EVALUATION

Presentation of Findings

Question 1:

What project activities are conducted to prepare students for post graduation employment?

- See section III-B, "Project Operations"

Question 2:

How many students participated in various project activities?

- Project Participation--See appendix B
- Job Center Participation-- See appendix C
- Field Trip Participation--See appendix E

Question 3:

What local business, industry, and civic resources contributed support for project operation?

- Guest Speakers--See appendix H
- Visiting Representatives--See appendix G
- Participating Companies, Spring Job Center--See appendix C
- Field Trip Locations--See appendix E

Question 4:

How successful is the graduate placement program to date?

- Summary, 1971 - 72 school year--See appendix B
- Five Year Summary--See appendix F

Question 5:

What special difficulties or problems have been encountered in the operational activities of Job Development?

- Lack of student skills--See appendix D
- A sluggish economy that must absorb laid-off workers before new employees will be in demand
- A movement of industry away from the central city

V. CONCLUSIONS AND RECOMMENDATIONS

A. Discussion of Results

Despite an economy with weak demand for unskilled labor, the Job Development Service has placed 68% of the June 1972 project school graduates within two months of graduation; their total earnings for one year is estimated to be $1,877,633. As in the past, efforts to place graduates will continue into the Fall; the five year summary (appendix F) illustrates how continued efforts can successfully employ as many as 94%.

Testimony to the success of Job Development Service (aside

from a remarkable 94% placement rate) is the fact that OEO replicated a model for a "Schools-To-Industry Placement Program" (a demonstration grant to the National Urban League) upon the Cleveland Public Schools Job Development Project. The subsequent publicity has resulted in many inquiries (see list, "Summary of Key Findings," Section II-A) from communities seeking to establish similar programs for their graduates.

B. Recommendations

Joint ventures at the local level, involving business, industry, civic and educational institutions, can mount successful programs that zero-in on social problems. However, in this case--unemployed out-of-school youths--future project success may depend upon the ability of local leaders to formulate policies to

1. adequately prepare graduates with needed matheratics and communication skills.

2. stem the tide of industry closings and relocation.

Job Development

1971-- 72

List of Appendices

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Appendix H	Summary of Guest Speakers
Appendix I	Job Preparation Class--Films, Filmstrips
Appendix J	Sample Industry Contact Letter
Appendix K	Sample Job Order File Card
Appendix L	Spring Job Center Schedule

SENIOR INFORMATION FORM

Date _____

Name _____ Birth Date _____
Last First Middle

School _____ Homeroom No. _____ Teacher _____

Class of _____ Home Address _____ 441) Phone _____

Neighbor's Phone _____ Social Security No. _____ Height _____ Weight _____

Live with Parents ____ Guardian ____ Relatives ____ Drivers License Yes _____ No _____

Do you intend to go to college full time? Yes _____ When _____ No _____

If not going to college, type of work desired: _____

Type of vocational courses taken: _____

_____

_____

Hobbies or Interests _____

PREVIOUS EMPLOYMENT HISTORY

Employer	Job	From	To	Reason for leaving

Do not write below this line

DATES EMPLOYED

Employer	Job	From	To	Remarks

Appendix A

MAJOR COURSES

10th Grade Course	Mark	11th Grade Course	Mark	12th Grade Course	Mark

Attendance _____ Activities _____

COUNSELOR'S RECOMMENDATIONS _____

EMPLOYMENT INTERVIEWS

Date	Company	Contact	Job Opening	Results

COUNSELING RECORD

DATE: _____ _____

DATE: _____ _____

DATE: _____ _____

DATE: _____ _____

Appendix B

JOB DEVELOPMENT SERVICE

SUMMARY OF PARTICIPATION

School Year 1971-72

August 31, 1972

Job Development Center	Number Graduating	Number Not Continuing Post High School Education	Percent Not Continuing Post High School Education	Number Requiring Full-Time Jobs	Number Requiring Jobs Who Were Interviewed	Total Number of Interviews	Average Number of Interviews	Number Who Have Obtained Jobs	Percent Requiring Full-Time Jobs and Have Obtained Jobs
East High	278	129	46	115	115	600	5.2	66	57
East Technical	410	163	40	105	105	925	8.8	105	100
Glenville	514	251	49	225	225	950	4.2	140	62
John Hay	304	150	49	113	113	755	6.7	66	58
Thomas Edison	49	47	96	42	42	201	4.8	28	67
TOTAL	1555	740	48	600	600	3431	5.7	405	68

Appendix C

JOB DEVELOPMENT SERVICE
1971-72

Summary of Participation:

Spring Job Center
(April-May 1972)

	Number of Seniors In Center	Total Number of Interviews	Number Considered For Second Interviews
East Tech	120	454	163
East High	110	408	197
Glenville	209	597	276
John Hay	174	477	211
Thomas Edison	50	112	51
TOTAL	663	2,048	898

PARTICIPATING COMPANIES (31)

American Telephone and Telegraph
Addressograph Multigraph
Bamberger Reinthal
Bobbie Brooks, Inc.
Cleveland Electric Illuminating Co.
Cleveland Metropolitan General Hospital
Cleveland Trust Company
Diamond Shamrock
East Ohio Gas Co.
Euclid, Inc.
Federal Civil Service
Federal Reserve Bank
Ford Motor Company
Glidden-Durkee
Hoag-Wismar & Henderson
Jones & Laughlin Steel
May Company
National City Bank
Ohio Bell Telephone Co.
Picker Corporation
Progressive Insurance Co.
Republic Steel Corp.
Richman Brothers
Saga Foods
Sherwin-Williams Co.
Society National Bank
Sohio
Travelers Insurance
TRW, Inc. (Valve Division)
University Hospitals
Western Electric Company

Appendix D

Job Development Service

Student Interview Performance: A Rating

By Employment Representatives

April/May 1972 Job Center

Criterion	Percent of Students
How many well mannered?	97.4
How many appropriately dressed?	92.2
How many prepared for a good interview?	81.1
How many able to communicate well?	79.6
How many have the math necessary to qualify for your jobs?	65.5*

* Twenty-eight percent of interview records indicated an unwillingness to estimate (17%--not sure; 11%--no response).

Appendix E

JOB DEVELOPMENT SERVICE
1971-72

FIELD TRIP SUMMARY

Month	School	Number of Students	Location
October	East High	10	Western Electric
		12	Addressograph-Multigraph
	Glenville	9	Sun Electric Co.
November	John Hay	20	Shell Dealer Management
		20	Addressograph-Multigraph
	East	10	Addressograph-Multigraph
December	Glenville	30	General Electric Service Shop
		50	Metropolitan General Hospital
		50	Red Guard Grill
		50	Shaker Medical Center
	John Hay	30	Pepsi Cola Bottling Co.
		20	Union Commerce Bank
February	Glenville	15	Warner-Swasey Co.
		30	Federal Bureau of Investigation
	John Hay	27	Chevrolet (Motor Division)
	East Technical	20	Progressive Insurance Co.
March	John Hay	35	Federal Reserve Bank
		20	St. Luke's Hospital
	Glenville	6	Penton Publishing Co.
		11	Fisher Body (GM)
April	Glenville	45	Hammermill Paper Co. (Erie, Pennsylvania)

MANPOWER INFORMATION SERVICE

A biweekly review of manpower developments by Stanley H. Ruttenberg & Associates, Inc.

May 10, 1972 THE BUREAU OF NATIONAL AFFAIRS, INC. Volume 3, Number 17

HIGHLIGHTS OF CURRENT REPORT

The income tax break for hiring WIN registrants gets underway, and the Labor Department announces a special 45-day test of the new tax credit in Hartford and Louisville. The so-called Job Development Tax Credit will allow employers to deduct from their income tax an amount equalling 20 percent of the wages paid to new hires coming from the WIN program. Labor Department officials say it will slash welfare rolls. Under the new Tal- madge amendments, there will be ab- times as many registrants for job- there are now. The Lab- publish guidelines ... cedures for hiring fro... registrants, based par... trial programs bei... ville.

The lack of reliable local manpo... hampers planning by state and ... councils, the MIS Anal... sumptions in new... no established method fo... power problems. Avail... have long been ... indicator... me...

Cleveland high schools have found jobs for 94 percent of their recent job-bound graduates under a model program to aid inner-city youth. With the cooperation of the local business community, the program represents a commitment on the part of the Cleveland Board of Education to prepare students for employment. MIS visits the Cleveland schools for this Case Study and reports that the program, now in its sixth year, has combined an employer interview day with job preparation classes and frequent counseling to aid inner-city students in entering the world of work. (Page 400)

...abor ...workers hope ...inistration will ... the Eco- ... Meanwhile, ...ave speedily passed ... additional funds for the ...ed Youth Corps summer program. ...antial differences in the money bills are being resolved this week in conference committee. In another legislative development, a Senate committee met to put finishing touches on its bill boosting the minimum wage to $2.20 an hour. (Page 388)

...erv- ...ening serv- ...ith community ...d expand the ...and private ...eady instructed the ...erts to serve disabled vet- ... contacted businesses employing ...ersons or more, urging them to list job openings with the ES whether or not they had previously been required by federal regulation to do so. (Page 390)

The Finance Committee unveils a "workfare" plan as a substitute for welfare payments under the pending welfare reform legislation. The workfare amendment would offer jobs instead of welfare benefits to AFDC families. If an able-bodied family head with no preschool children refused to accept a job, at $1.20 an hour, wel-

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Case Study
Public Schools

CLEVELAND SCHOOLS DEVELOP JOBS, PLACE WORK-BOUND INNER-CITY YOUTH

- **Job development is a year-round activity**
- **94 percent placement record for six years**
- **Cooperation of business community is key**
- **Model for OEO project in four other cities**

The persistently high unemployment rate among 16- to 19-year olds (17.3 percent in April) presents a serious challenge to the nation's education system. Educators, parents, manpower planners and administrators, and young people themselves frequently raise this important question: In addition to traditional academic and vocational programs, can and should schools do more for their job-bound students? The Board of Education of the public school system in Cleveland, Ohio, answers this question with a strong affirmative, as demonstrated by the city's highly successful Job Development Service for inner-city high school students. Now in its sixth year of operation, the job development program represents a firm commitment by the Cleveland school system to better prepare its students for the world of work.

The Job Development Service, established in 1966 by the Cleveland Board of Education with federal funding under Title I of the Elementary and Secondary Education Act and now financed by the Ohio State Department of Education, provides a variety of services to assist inner-city high school students in finding gainful, fulltime employment after graduation. Going beyond the traditional functions of the high school, the program offers job development and placement services, vocational counseling, interviews with area businesses, orientation to the world of work, and referral to educational and training opportunities.

Responsibility for Job-Bound

"While high schools have long accepted as their responsibility the counseling and placement of those students who are headed for college after graduation, too often the schools have neglected the job-bound students." Charles A. McBride, the project manager of the Cleveland Job Development Service told MIS. McBride estimates that before the Job Development Service program began, only 15 percent of the city's public high school students who wanted to work upon graduation were able to find jobs. The Cleveland schools found that many students, faced with such poor prospects for employment, began to question the value of finishing high school. "For the potential dropout, for the student who is not continuing his formal education after high school, the key to his graduating is a good chance for a job," McBride feels. Through the Job Development Service, the Cleveland public schools actively and positively accept responsibility for providing training and employment opportunities for their job-bound, disadvantaged students.

On a recent visit to Glenville High School in Cleveland, MIS observed the culmination of this school year's job development program—a Job Center Day. Since September, school guidance counselors and job advisers have been counseling and coaching students, canvassing businesses for job openings, and recruiting employers to participate in Job Center Day. During the three Job Center Days held in April and May at Glenville and at four other high schools, personnel representatives from some 35 Cleveland businesses interview as many as 23 students a day for fulltime employment after graduation from high school. The schools that participate in the Job Development Service program are those inner-city high schools with the largest percentage of children from welfare families.

The placement program involves a wide range of businesses and industries—banking, retailing, manufacturing, construction, insurance, hospitals, electronics, and the federal civil service. In advance of Job Center Day the participating employers prepare a brief description of their business, the possible job openings, qualifications, and conditions of employment. Each school compiles these descriptions into a handbook for students to use in making job interview choices. Each student may schedule interviews with at least three different companies during Job Center Day. The program's counselors caution students not to expect a job offer from this first round of interviewing as on-the-spot hiring is rare. Most companies require further interviews and aptitude tests for prospective employees.

The Job Center Day handbook for Glenville High School contains descriptions of some 20 different job categories and possible employment openings with 24 Cleveland-area companies. Jobs for clerks, typists, machine operators, secretaries, and technicians appear most frequently in the handbook. Other positions include sales person, bookkeeper, nurses' aide, repairman, equipment installer, messenger, mechanic's helper, and building maintenanceman. Starting wages range from $1.70 to $3.30 an hour.

Job Preparation

Project manager McBride views Job Center Day as a preliminary step toward opening up job opportunities and as a valuable learning experience in job seeking for the students. Holding the interview at the high schools, on the students' home grounds, removes tension and fears and makes it easier for the students to

interview employers on their own, McBride commented. While Job Center Days take place in the spring prior to graduation and in August for summer school graduates, "job preparation" begins in September. At the beginning of the school year, seniors fill out an information form stating their interests, employment history, high school courses and grades, and their post-high school plans. This information, plus frequent consultations with students, enables counselors to identify job-bound students. Students interested in employment after graduation may enroll in "job preparation" classes which are designed to inform students about job seeking techniques and practices. In the classes, students practice taking employment tests and filling out application forms, and conduct mock interviews for jobs.

A handbook prepared by the Cleveland Board of Education serves as a curriculum guide for the job preparation classes. Recognizing that many inner-city youths miss out on job opportunities because of negative work attitudes and because they lack information about employment, the handbook covers all aspects of job seeking—filling out application forms; proper dress and conduct for interviews; and documents for employment such as work permits, Social Security card, birth certificate, and health records. The handbook also discusses how to use classified ads and employment agencies to find a job; what to look for in a job; and the obligations and responsibilities of employment.

Emphasizing exposure to the world of work, the job development program arranges tours of local companies and invites business representatives to speak to classes to acquaint students with the business world and the nature of various jobs. During the current school year, with the assistance of the Cleveland Growth Board of the Chamber of Commerce, the program provided tours of almost 100 businesses for inner-city junior high students. McBride feels that it is important for job preparation to begin early in the educational process so that students will know well in advance of graduation from high school what job requirements they must fill and what opportunities will be available to them.

Job Development Is Key

Essential to the success of the Job Development Service is the availability of jobs—jobs that are suited to the needs and abilities of disadvantaged, inner-city high school students. Project manager McBride and a job adviser from each of the five high schools have the major responsibility for developing employment opportunities for their job-bound graduates. In order to provide enough job opportunities for all interested students, job development must be a year-round activity. The job developers keep in close contact with potential employers. When an employer has a job opening, he sends to the job development staff a job order describing the position—salary, hours, conditions of work, etc. The job advisers and school counselors are responsible for matching interested, qualified students with available jobs. After an initial training program to acquaint counselors with the world of business (through lectures by business representatives and tours of local companies) and after six years of experience in the job development program, McBride feels that his staff are very knowledgeable about the business world and are well qualified for their job development and placement work. (Due to limited funds the orientation-to-business training program for counselors was dropped after the first year of the program.)

While it may take many months to find jobs for all interested students, the placement rate for the Job Development Service has averaged 94 percent during its six years of operation. ("In a good year, all placements for a June graduating class are made by the following October," McBride noted.) As the program does not include follow-up activities for those persons placed in jobs, there is little data available on the work histories or retention rates of placements. One survey taken by the Cleveland Board of Education showed an attrition rate of 18 percent. The Board of Education reports that total state and federal expenditures on the Job Development Service from September 1966 to October 1971 amounted to $328,899, or an average of $68 per graduate placed in a job. According to a report of the board, the cost factor of the program compared to the earnings of the graduates has amounted to .6 percent. "This does not, of course, take into account the plus factor of taking this group off the relief rolls and making them self-supporting," the report states. "Perhaps the biggest factor is giving them (the graduates) self-respect."

Cooperation from Business

Project manager McBride feels that the Cleveland business community has been very receptive to the Job development program. This interest has been demonstrated by business contributions to the program such as instructional materials and tours of businesses and industries, and by the employers' participation in Job Center Days. "This is not a make-work project," commented McBride; "the key to the project's success is real jobs." Even though a number of employers told MIS that they had no jobs to offer on Job Center Day (Reasons cited were hiring freezes and cutbacks and general economic conditions), they expressed an interest in hiring qualified high school graduates. Pointing to the program's past placement record, McBride was hopeful that job opportunities will develop, even though some graduates may not be placed until the fall. "With patience and continued job development efforts by program staff and by the students themselves, we hope to maintain or even exceed our past placement record," he said.

Despite the impressively high placement record of 95 percent, Cleveland's job development program for inner-city youths faces some difficulties. The relocation of many businesses away from the area has meant a loss of jobs. Until this year, limited funds have prevented any follow-up services for graduates placed in

jobs. In a current pilot project at one school, job advisers and counselors are maintaining contacts with graduates placed in jobs and with their employers. Employers have been asked to make periodic evaluations of their new workers. Through these follow-up activities the program staffers can provide continued job counseling for the newly employed graduates and can gain insights into how to improve the placement program. "A good sign of the program's usefulness," McBride points out, "is that many graduates, who are once again in the job market, are returning for advice and help in finding another job."

Model for OEO Project

The Cleveland Job Development Service has received many inquiries from school systems and community groups about setting up a job development program. One inquiry, from the Office of Economic Opportunity (OEO), has led to the replication of the Cleveland program in four other cities—Atlanta, Pittsburgh, Minneapolis, and Washington, D.C. Under an OEO demonstration grant to the National Urban League, the league and the school boards of the four cities have established a "Schools-to-Industry Placement Program" for inner-city high school students which is modeled after the Cleveland program. William Batt of OEO's Manpower Branch of the Office of Program Development in Washington, D.C., reports that after the expiration of the OEO contract in September the four demonstration cities are adopting the schools-to-industry project as an on-going part of their educational and vocational programs. Batt feels that "the cooperation of the business community and the inner-city schools in order to open up job opportunities for disadvantaged youth is enormously essential and possible." He noted that funding is available under Title I of the Elementary and Secondary Education Act and under the Vocational Education Act.

As shown by the Cleveland job development program and by the OEO demonstration programs in four other cities there appears to be convincing evidence that school systems, working with employers, can better serve their job-bound students. □

Five Year Summary of Placements for Cleveland Job Development Service

Graduating Class	Number Graduating	Number Requiring Full-time Jobs	Percent Interested in Jobs	Number Accepting Jobs	Percent of Students Requiring Jobs Who Accepted Jobs	Placed to Date
January 1967	664	432	100%	404	93%	93
June 1967	1403	847	89	811	96	95
January 1968	773	494	88	436	88	94
June 1968	1361	763	83	727	95	94
January 1969	616	359	88	345	96	94
June 1969	1136	590	86	587	99	95
January 1970	547	328	87	321	98	96
June 1970	1076	488	82	469	96	95
January 1971	511	290	86	257	89	95
June 1971	1415	551	80	489	89	94
Totals		5142		4846		

Appendix G

JOB DEVELOPMENT CENTER
1971-72

SUMMARY OF VISITING REPRESENTATIVES

Month	Job Development Center	Employer Represented
November	East High	Ohio Bell Telephone Co. St. Vincent Charity Hospital U.S. Civil Service Commission Armed Services
	Glenville	Ohio Bell Telephone Co.
February	East High	International Business Machines Ohio Bell Telephone Co.
	East Technical	Ohio Bell Telephone Co. Armed Services
	John Hay	Joint Apprenticeship U.S. Civil Service Commission
March	East High	Central National Bank Polytech Consulting U.S. Civil Service Commission Ohio Bell Telephone Co. East Ohio Gas Co. Union Commerce Bank Eaton Corp.
	John Hay	TRW, Inc. Ohio Bell Telephone Co. U.S. Civil Service Commission
	Glenville	Addressograph-Multigraph Ohio Bell Telephone Co. U.S. Civil Service Commission

Appendix H

JOB DEVELOPMENT SERVICE
1971-72

GUEST SPEAKERS

Month	Job Development Center	Employer Represented
December	John Hay	Glidden-Durkee Co.
February	Glenville	Stouffer Foods Forest City Hospital United Airlines The May Company Glenville Auto Parts Electronics Engineering Institute TRW, Inc. Fisher Body Corp. Cleveland Trust Co.

Appendix I

JOB DEVELOPMENT SERVICE

FILMSTRIPS

1. World of Work w/Records
2. Work Habits & Attitudes w/Records
3. Failure-A Step Toward Growth - 60 FX
4. Your Future Through Technical Education - 14 YX
5. Getting and Keeping Your First Job - 33 GX
6. Dropping Out - Road to Nowhere - 17 DX
7. Telling Your Story on An Employment Application (Kit) - 4VX
   Your Job Interview (These two FS cannot be seperated)
8. Health Careers - 35 HX
9. Job Opportunities w/Records & Teacher's Guide (set of 6)
10. Job Attitudes

FILMS

1. Job Interview: Whom Would you Hire? Three Young Men
2. Your Job and Your Boss
3. New Horizins in Vocations - They Beat the Odds
4. Morning for Jimmy
5. Not with Empty Hands
6. Portrait of a Disadvantaged Child
7. Portrait of An Inner-City School
   A Place to Learn

Appendix J

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street • Cleveland, Ohio, 44114 • Telephone 696-2929

PAUL W. BRIGGS
Superintendent

SAMPLE

The Job Development Service of the Cleveland Board of Education is concentrated on the five inner-city high schools: East High, East Tech, Glenville, John Hay and Thomas A. Edison. Its purpose is to find full time permanent employment for the graduates of these schools who are not going on to college. To be eligible for the program, the senior must have graduated.

The five years the program has been in operation, of 5,139 graduates requiring full time employment, 4,861 obtained full time employment or 95%. This has done three things. It has given an objective to not becoming a drop out--it has taken hundreds of families off relief with millions of dollars of earned income, and it has cleared the inner-city streets of 4,800 potentially frustrated youth.

We are in trouble with our June, 1972 class. While we have many companies, both large and small who regularly employ our graduates, they cannot absorb the entire class. We cannot afford to let these graduates roam the streets--we must put their skills and education to work. We are asking your help. We know business is bad, but somewhere in your organization one or two entry-level openings will occur in the next month or two. When it does, give one of these graduates a chance. These graduates have had training in everything from typing to welding. They are not asking for charity or a make-work project, but for an opportunity to become a member of your concern.

Call us at 229-9383, and give us your requirements.

Sincerely yours,

Kenneth Dukes
Job Advisor
Job Development Service

KD
pr

Appendix K

Job Development Service

1971-72

Job Order File Card

JOB ORDER — Job Placement

DATE _____ 196___

COMPANY _____ ADDRESS _____, 441_____

PHONE _____ CONTACT M _____ TITLE _____

JOB TITLE _____ NO. _____ M_____ F_____ Starting Rate $ _____ Hours _____

DUTIES _____

EDUCATIONAL REQUIREMENTS: _____

SPECIAL PHYSICAL REQUIREMENTS: _____

CO. BENEFITS:	Tuition refund—Yes No %	REFERRALS:
BLUE CROSS:	Yes No	
PENSION PLAN		
VACATION POLICY		
OTHER		
CO. LITERATURE		

FORM 3

Appendix L

JOB DEVELOPMENT SERVICE

EMPLOYER _____

WEDNESDAY APRIL 19	THURSDAY APRIL 20	WEDNESDAY APRIL 26	THURSDAY APRIL 27	TUESDAY MAY 2	WEDNESDAY MAY 3	THURSDAY MAY 4	FRIDAY MAY 5	WEDNESDAY MAY 10	THURSDAY MAY 11	FRIDAY MAY 12
EAST TECHNICAL 2470 East 55th St. Interviews in Library on second floor 15 minute interviews starting at 8:45 a.m. Luncheon Period 12:00 to 1:00 Lunch in school tearoom. Host, Mr. Smith, Principal. Last interview 3:15 to 3:30 PARKING: Reserved parding at north end of building at traffic light. Entrance will be blocked. Identify yourself.		EAST HIGH 1380 East 82nd St. Interviews in the Library 15 minute interviews starting at 8:45 a.m. Luncheon Period 12:00 to 1:00 Lunch in teachers' lunchroom as guest of Mr. Pryor, Principal. Last interview 3:15 to 3:30 PARKING: Enter parking area at south end of school building off Decker Avenue. Decker is now one way. Approach it from East 81st Street.		GLENVILLE 650 East 113th Street Interviews in Room 102 & 103A 15 minute interviews starting at 8:45 a.m. Luncheon Period 12:00 to 1:00 Lunch in tearoom with Mr. Clayton, Principal Last interview 3:45 to 4:00 PARKING: Reserved parking area at north end of building.			THOMAS A. EDISON 7101 Hough Ave. Interviews in the Library 15 minute interviews starting at 9:00 a.m. Last interview 11:30 to 11:45 PARKING: Enter driveway on 71st Street side of the school. Turn left at top of drive and park next to the greenhouse.	JOHN HAY 2075 East 107th St. Interviews in the Library 15 minute interviews starting at 8:45 a.m. Luncheon Period 12:00 to 1:00 Lunch will be served in the school tearoom as guest of Mr. Seldon, Principal Last interview 3:15 to 3:30 PARKING: Go south on 107th from Chester or Euclid. Turn left on Deering, first street past Euclid. Go in driveway immediately in back of school.		ADULT ED. (Observation) 2064 Sterns Road Interviews in the Library 15 minute interviews starting at 8:45 a.m. PARKING: Enter parking area from East 109th Street in back of John Hay.